DOCUMENT RESUME

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ABSTRACT

Emphasis of the Industrial Tech Prep Projects in Heartland Community College (Illinois) regions was on planning and raising tech prep awareness among school administrators, teachers, counselors, and private industry. To develop industrial technology tech prep associate degree programs, an organizational structure was designed consisting of leadership, strategy, marketing/evaluation, and site/action teams, all reporting to the boards of control. Site/action teams began to look at the academic, communication, mathematics, science, computer, and other modern technological skills required for courses in the tech prep program sequence. Course sequencing from the secondary level through the associate degree program at the community college for the electronics occupations and computer-assisted design/drafting tech prep programs was begun. Inservice orientation activities concerning tech prep concepts were conducted for teachers, administrators, and counselors. Teachers participated in integration workshops and visits to school sites to see integration activities in progress. Initial work on articulation agreements was begun. As a result of the project, more than 285 business representatives, boards of control members, teachers, and counselors were made aware of tech prep. (Appendixes include an essay on tech prep; proposal for a new course, Applied Mathematics; agendas for workshops and site visits; and team meeting agendas, discussion summaries, and evaluations.) (YLB)

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ED 362 746

FINAL
PROJECT REPORT

ILLINOIS
STATE BOARD OF
EDUCATION

ADULT
VOCATIONAL AND
TECHNICAL EDUCATION

INDUSTRIAL TECH PREP PROJECTS FOR HEARTLAND COMMUNITY COLLEGE REGIONS

Agreement number: JMA3500

Funded through the Carl D. Perkins Vocational Education Act (3 E)

$43,500

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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2. Body of the Report

a. Final Report Abstract:

Official Project Title: Industrial Tech Prep Projects for Heartland Community College Regions

Department of Adult, Vocational and Technical Education Funding Agreement Number: JMA3500

Project Director: Robert Meeker

Funded Agency: McLean DeWitt Regional Vocational System

Time Period Covered: July 1, 1991 - June 30, 1992

Goal(s) of the Project and its Relevancy to Vocational Education:

As this project develops, the impact on and relevancy to Vocational Education will be immense. Secondary and post-secondary students will have increased options for a variety of post-secondary experiences, they will have increased opportunities for meaningful employment at a number of points along their educational path, and employers will have a larger pool of high level skilled employees to draw from. Through integration activities, cooperative teaching and the use of applied academic materials Vocational Education will gain esteem in the eyes of academic educators, students and parents which will result in increased enrollment in vocational/technical courses and programs. The relevancy of academic concepts will be enhanced and made more accessable to students with the use of applied materials in academic subjects and cross teaching. Students will be able to see how theory can be translated into life and work situations, how learning knows no boundaries.

Major Accomplishments of the Project:

More than 285 persons were made aware of Tech Prep (95 business representatives, Boards of Control for each region, 155 teachers, 35 counselors). Teachers at Bloomington High School, Normal Community High School, Pontiac High School were taught how to implement Principles of Technology. 90 vocational teachers in the McLean-DeWitt region were inserviced on cooperative learning and different learning styles. Team teaching took place at Bloomington High School and is in the planning phase at Pontiac High School. Applied Math, Principles of Technology and Applied Biology/Chemistry materials are being explored at Bloomington High School, Pontiac High School and are planned for Lincoln High School. 10 representatives were sent to 'Tomorrow's Workforce', 7 to 'Connections, 92', 1 to the National Tech Prep Conference in Dallas. Cooperation between certain academic and vocational teachers is slowly evolving.

Products Delivered: Articulation Agreement, Draft of CAD Tech Prep course sequence, Meetings, Agendas, Minutes, Final Report.

b. Major Accomplishments and Significant Findings of the Project:

b. 1)

1. Coordinate an organizational structure to develop Tech Prep Associate degree programs in industrial technology education.

In order to develop industrial technology Tech Prep Associate degree programs an organizational structure was designed consisting of Leadership, Strategy, Marketing/Evaluation, and Site/Action teams, all reporting to the Boards of Control. Each team has been assigned specific responsiblities. (See 3 A) The three system directors, and Heartland Community College representatives met periodically to promote articulation and project direction.

2. Identify two initial Tech Prep Associate degree programs.

The Tech Prep Electronics Occupations Associate degree program, and a CAD/Drafting Associate degree program were identified as industrial programs in this area having capstone courses at Heartland Community College targeted for the 92/93 school year.

3. Identify academic, communication, mathematic, science, computer, and other modern technological skills for selected Tech Prep Programs.

Site/Action Teams are in the very early stages of formation and are just beginning to look at the skills required for courses in

ESSENTIAL TEAMS & RESPONSIBILITIES NECESSARY TO ESTABLISH, PROMOTE AND MAINTAIN TECHNICAL PREPARATION PROGRAMS

LEADERSHIP TEAM

* Commit to articulation of curriculum between secondary and post-secondary schools.
* Endorse and implement the articulation agreement.
* Review and endorse the articulation agreement on a yearly basis.

STRATEGY TEAM

* Oversee the development of the Heartland Community College Region Technical Preparation Advanced Degree Project.
* Solicit cooperation of Business & Industry.
* Solicit cooperation of Educators.
* Be involved in marketing efforts to:
    * Business & Industry & Community
    * Students/Parents
    * Educators

MARKETING/EVALUATION TEAM

* Develop and implement a comprehensive marketing plan. Targeted populations will include but not be limited to:
    secondary/post-secondary educators
    business/industry/community
    students/parents
* Establish guidelines to verify secondary school students are achieving competencies required by the postsecondary school.
* Recommend program changes when needed.
* Establish criteria and time frame for articulated program evaluation.

SITE/ACTION TEAMS

* Review and revise curriculum.
* Develop course sequences at the secondary and post-secondary level.
* Develop exit criteria for each level.
* Design a transitional document for Tech Prep students.

the Tech Prep program sequence. Bloomington High School and Pontiac High School were chosen as the two, year one sites. The Electronics and Physics teacher at Bloomington High School team taught and participated in integration activities. The physics and electronics teachers will work on integration during '92/'93. These teams will begin working with the post-secondary teachers and the Marketing/Evaluation team during year two.

4. Begin work on comprehensive "4 + 2" Tech Prep Associate degree program courses of study.

Course sequencing from the secondary level through the Associate Degree Program at the Community College for the Electronics Occupations and CAD/Drafting Tech Prep Programs are in progress and will be finalized during year two as the Community College program approval process is finalized.

5. Conduct inservice orientation activities for teachers, administrators, committees, and employers concerning Tech Prep concepts.

Teachers, counselors, administrators from all three regions have attended workshops, conferences. Presentations have been made to various sectors of the business community, and more will be made during year two. Plans by the Marketing/Evaluation Team are being discussed to have industry representatives make some of these presesntations.

Awareness activities conducted this year.

* Kiawanis presentation
* Boards of Control in each Region
* McLean-DeWitt Fall Teachers' Institute
* Livingston Winter Teachers' Institute
* Presentation to Livingston Area Vocational Industrial Teachers, Pontiac High School counselor and math teacher.
* Tech Prep Integration Workshop - Livingston Area Vocational Center
* Bloomington High School Site/Action team
* Kick off meeting for business representatives, administrators, teachers, counselors from all three regions
* Marketing/Evaluation team meetings
* Normal Community High School administrators and selected academic teacher
* Sent teachers and counselors to a variety of conferences and workshops
    - -1992 Technology Conference at Parkland Community College
    - -Tomorrow's Workforce, Jumers in Bloomington
    - -Connections '92, Springfield
    - -Tech Prep National Conference, Dallas, Texas
    - -Principles of Technology Workshop at ISU

6. Conduct inservice activities for academic and technical

teachers, guidance counselors, and administrators concerning integrating academic and vocational content.

An integration workshops were held at ISU, and at the Livingston Area Education for Employment System in Pontiac. Three teachers were sent to the Principles of Technology Workshop at I.S.U. to prepare them to implement Principles of Technology curricula at their respective schools. Teachers visited school sites to see integration activities in progress. Teachers and counselors were sent to Connections '92 to find out about other projects around the state.

7. Begin initial work on articulation agreements for the Tech Prep Associate degree programs.

An initial articulation agreement has been signed by Superintendents of District #87, District #404, District #90, and Heartland Community College Vice President of Instruction. Specific Tech Prep articulation agreements, containing the responsibilities and benefits, with specific Tech Prep sites will be formalized during year two.

8. Begin the organization and development of a Marketing, Recruiting, Selection, and Career Guidance Committee.

With the help of members of the Student Services committees for Education for Employment Regional Systems, a plan will be

developed to provide the opportunity for all students to participate in a Tech Prep program. Articulation/transfer agreements between secondary/postsecondary institutions and universities have been targeted for year two.

The Marketing/Evaluation Team, which meets on a regular basis, is developing plans for work-based activities for faculty and students. Site/Action Team tours, teacher V.I.P. experiences, student tours, and a list of industry representatives willing to commit time to speak to student groups are being worked on and will continue during the second year of this project. This team identified co-operative work experience and summer work experience as being part of the Tech Prep curricula at the secondary level with internships being the goal at the community college level and will be developed during year two along with the marketing plan.

9. Plan initial phases of employment placement procedures and opportunities for program completers.

Specific placement procedures and opportunities for program completers have been deferred to year two of this project.

10. Develop a long range plan to implement and expand Tech Prep Associate degree programs through the use of Planning and Evaluation Committee.

Implementation and expansion of Tech Prep Associate degree programs must be deferred to year two of this project, and it will be the responsibility of the Leadership Team to decide when and at which sites implementation and expansion should take place.

c. Evaluation and Impact:

This year the emphasis has been on planning and raising Tech Prep awareness among School administrators, teachers, counselors, and in private industry.

As a result:

* Large and small schools are now asking to be involved in Tech Prep inservice activities and possibly become a Tech Prep site.

* Since this project will provide five sessions at the McLean-DeWitt Regional Teachers' Institute, the coordinator was asked to meet with the administrator and teacher in charge of staff development at Normal Community High School to discuss how best to encourage academic teachers to attend the Tech Prep sessions. Lead teachers will be invited to attend a meeting, and then will decide which staff would benefit most from these institute sessions.

* Because of curriculum revitalization, academic and vocational staff at a number of schools have asked for more Tech Prep information.

* Key acadmic and vocational teachers attended Connections '92 and are now ready to be team site/action leaders in their local schools.

* Student Services Committees at both Livingston County and McLean-DeWitt were receptive to Tech Prep, want to know more

about the acceptance of courses by colleges and universities, accessability by their students who may be in the smaller, outlying schools, want to know how to sell the Tech Prep philosophy to parents.

d. Resource Listing:

1) Material Resources

* The NCRVE Monograph
* Computer Teaching Programs: Chemical 4.2, Chemview 2.0, BioChem 1.0, Crystal 1.0
* Technology materials
* Principles of Technology materials for 2 classrooms + the 3/4" master tape
* Applied Math materials for 8 classrooms + the 3/4" master tape
* CORD Video

2) Human Resources

a)

The following teachers will be directly involved in developing and implementing Tech Prep courses/programs and attended Tech Prep awareness meetings:

Don Palmer, LAVC Industrial teacher

Milt McKeever, PHS Math teacher

Gary Cunningham, LAVC CAD teacher

Scott Campbell, LAVC Industrial teacher

Clyde Francis, PHS Counselor

Jan Seilaff - Lincoln Area Vocational Center Health Occupations teacher

Ken Brumley - BHS/BAVC Electronics teacher

Taught Industrial Technologies to Physics/Chemistry class during his release time.

Presenter for Livingston E for E Tech Prep inservice activities helped raise teachers' awareness and provided hands-on activities

Dennis Gallow - ISU

Tech Prep awareness presentation at the Livingston County Teachers' Institute

Sandra Ward - Oblong High School Principal

Heartland Community College provided technical assistance in developing the Post-secondary Tech Prep Programs for Technology/CAD and Nursing. The courses developed will provide the capstone courses at the Community College for these specific programs.

b) These teachers and counselors are all involved in awareness activities and will be involved in developing and/or implementing Tech Prep courses and/or programs.

School visitation to see integrated science/technology teaching

Ken Brumley, BHS & BAVC Industrial teacher

Mary Sutter, BHS biology, chemistry teacher

School visitation to see Applied Bio/Chem materials, and team teaching in process at BHS

Andrew Holmgren, PHS Science Teacher

Attended 11/22/91 Tech Prep meeting:

Gary Cunningham, LAVC CAD teacher

Andrew Holmgren, PHS Science Teacher

Milt McKeever, PHS Math teacher

Mike Virlee - University High School, P. T. teacher

1992 Technology Conference at Parkland College on March 24, 1992.

Paul Watkins/Olympia H.S. CAD teacher

David Ross/Olympia H. S. Math teacher

Jeff Burger/Clinton H.S. Industrial teacher

Bud Blessing/Clinton H.S. Industrial teacher

Phil Kibler/BHS & BAVC metals teacher

For Pontiac Workshop 3/5/92

Darryl Hubble/LeRoy Industrial teacher

Ken Cowdery/BHS & BAVC Graphics teacher

Integration Inservice

Elmer Osterdock, Woodland H.S. Industrial teacher

Sharon Mungo, BJHS Counselor

Stan Winteroth, BHS Industrial Teacher

Ken Brumley, BHS Electronics teacher

Tech Prep Industry visit to Interlake in Pontiac

Dave Colba/Math teacher - to help this project understand the math skills needed by industry

For Graphic/Art Retreat at ISU

Ken Cowdery/BHS & BAVC Graphics teacher

Joel Misukonis/BHS & BAVC Graphics Student teacher

For Update in Business and Vocational Education Meeting at ISU

For Richard T. Gordon/BAVC Business Information Processing teacher

Attended Connections '92

Rita Allen, PHS counselor

Betsy Dowdy, PHS Co-op teacher

Andrew Holmgrin, PHS Physics teacher

Stan Winteroth, BHS Industrial teacher

Mike Gebhard, BHS Physics teacher

Cathy Roberts, McLean-DeWitt RVS Special Needs Coordinator

Nancy Evans, Heartland Community College Business teacher

Sheila Sorrentino, Heartland Community College Career Director

Private Industry Members of Marketing/Evaluation Team

Don McHugh, The Eureka Company, Bloomington

Bob Ponsonby, Diamond Star Motors, Normal

Cindy Brand, McLean County Law & Justice Center, Bloomington

Dieter Kulicke, Interlake Co, Pontiac

Al Diemer, Interlake Co., Pontiac

Dick Gates, Caterpillar, Pontiac

Attached is list of attendees at the kick off meeting. (See Appendix)

e. Problems:

While there has been a time delay that has postponed the achievement of some of the objectives to the degree desired, the Tech Prep Associate Degree concept has created a great deal of interest by a number of administrators, teachers and counselors. Other key administrators and teachers believe that Tech Prep can make a difference. Although it was very understandable, and not unexpected, without having a clear picture of the capstone

programs at Heartland Community College there was some difficulty in progress with course sequencing. Another problem was the timing for some of the schools in this region. A number of them had some very specific problems to address that took priority and kept them from being very receptive to another new project. This next year looks to be the right time for real acceptance of Tech Prep concepts, integration, applied academics, team teaching and partnerships with secondary and post-secondary educators, and business and industry.

f. Conclusions and Recommendations:

One of the biggest needs: how to help counselors buy into "Tech Prep", sell Tech Prep to parents and students. What kinds of materials can they use to reach those target groups.

g. Publicity: (See appendix)

APPENDIX

WORKING TOGETHER..... INTO THE FUTURE

MCLEAN / DEWITT REGIONAL VOCATIONAL SYSTEM.... is a regional administrative tool which provides technical support and organizational assistance to the 13 school districts in McLean and DeWitt Counties. The system works cooperatively with business and industry, community colleges, Illinois State University and the Illinois State Board of Education.

BUSINESS AND INDUSTRY.... cooperates by providing personnel to share experiences and knowledge through serving on advisory councils, providing tours, speaking to classes and offering a chance for students to work in competitive employment as part of their training.

TECH PREP....is an educational path that begins in 9th grade integrating college preparatory coursework with a rigorous technical education concentration. These course sequences allow students to continue their studies at the college level and go directly into the advance level technical courses.

COMMUNITY COLLEGES.... offer a variety of quality, general study courses with affordable tuition as well as programs leading to associate and certificate degrees.

VOCATIONAL STUDENT ORGANIZATIONS...JOIN US!

Eight good reasons why students belong to vocational student organizations: As members, they:

- *Develop a personal style of leadership
- *Develop a commitment to work
- *Know the satisfaction of helping others
- *Develop decision-making skills
- *Prepare for responsible citizenship
- *Experience pride in accomplishment
- *Build confidence and self-esteem
- *Learn how to work as a team

Health Occupation Students of America

-develops personal and occupational competencies in communications, people skills, knowledge and social abilities needed for successful employment in the field of health

Technology Student Association

-prepares students for advanced training to live in a technical/industrial world

Future Farmers of America

-prepares students for more efficient production of food and fiber, quality control, horticulture, mechanics, technicians and other agri-business careers

Future Business Leaders of America

-develops leadership competencies through business courses and projects promoting the free enterprise system

Vocational Industrial Clubs of America

-for students interested in trade, industrial, technical, and health occupations careers
-develops leadership competencies

Future Homemakers of America-Home Economics Related Occupations

-assists in developing personal leadership, citizenship, and occupational knowledge and skills for personal, family and community living and employment

Distributive Education Clubs of America

-for students interested in marketing, management, retailing and sales positions

*Every vocational student organization welcomes members, so inquire about the opportunities in your school.

-Adapted from Career Success 1989

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Tech Prep

Tech Prep is short for Technical Preparation. What it specifically refers to is the development of a formal plan to provide technical education to students who are juniors and seniors in high school in a cooperative agreement with the local community college. In that way young people will receive four years of intensive technical training. With that training, Illinois should be much more competitive in a world wide market place.

Tech Peep incorporates many of the best new educational initiatives. For example, one characteristic of Tech Prep is a focus on the integration of academic basics with the vocational skills curriculum. Another feature is an expanded block of instructional time. Team teaching, individualized and small group instruction are encouraged. Competency based training with measurable outcomes is also part of this national effort to build a better trained workforce.

State Superintendent of Schools, Robert Leininger, is counting on Tech Prep to be his response to the business leaders of Illinois in terms of solving the problems of workforce training. The Illinois Manufacturer's Association, the Illinois Chamber of Commerce and other powerful groups have lobbied the legislature demanding that education be more responsive to their needs for a well trained workforce. As a result members of the General Assembly have been embarrassed and need something to point to as a good response to demonstrate that they are being accountable to these powerful political lobbies. Tech Prep appears to meet that political challenge.

Illinois currently receives three million dollars annually from the federal government for Tech Prep activities. This money is funnelled through the Illinois State Board of Education. The money can only be accessed through a competitive grant process. Activities are closely regulated by ISBE. Superintendent Leininger has budgeted another three million dollars for Tech Prep in state money. However, with the sad condition of the state's finances, it is questionable whether this funding will be forth coming.

In terms of coordinating Tech Prep with the three regional vocational systems that are incorporated within Heartland Community College, the college will have a key role to play. The college is obviously the common partner to all three regions. The college will also be the only partner providing the services at the thirteenth and fourteenth grade levels. However, because of the size of Bloomington-Normal, McLean county will have a dominate role to play. On the secondary school side of things the biggest region must provide leadership and be willing to share with the smaller regions if the spirit of cooperation is to be nourished into productive outcomes.

Essay on Tech Prep
By Robert Meeker 5 5 92

Ways to Integrate Academics and Tech Prep

(Source: "The Cunning Mind, The Cultured Mind":Models for Integrating Vocational and Academic Education by W. Norton Grubb, Gary Davis, Jeannie Lum, Jane Plihal, and Carol Morgaine.

* Incorporate more academic content in tech prep courses
* Use academic teachers to enhance the teaching of academic content in tech prep programs
* Make academic courses more technically relevant
* Align the academic and technical curriculums
* Follow the Academy model with teams of teachers (math, science, English, and technical)
* Use the senior project as a form or outcome of integration

New course: Applied Mathematics

Course would contain:

mini units from tech prep fields with emphasis on technology and mathematical concepts with applications
labs in tech prep areas that compliment and strengthen technology and math skills
field trips to see technology and math being used in the workplace

Timeline:

1991-1992 - mini sample units would be written to be included with prospectus and application form for math teachers to apply to teach Applied Math

1992-1993 - math teacher(s) selected for project will be observing at least 6 tech prep classes and working with at least 4 of the tech prep teachers to write units with labs and setting up field trips

1993-1994 - math teacher(s) will team with tech prep teachers and teach Applied Mathematics for the first time

Funding:

1991-1992 - funding for project coordinator

1992-1993 - extra planning period for math teacher(s) for preparation of materials (math teacher(s) selected would teach a maximum of 4 classes)
- reimbursed planning time for tech prep partners (up to 15 hours per tech prep teacher)

* creative scheduling by administration for next year's applied math course and tech prep team teachers

1993-1994 - materials budget with or without text
- reimbursed preparation time with team teacher (20 hours for each teacher)
- field trip budget

Adopt a partner with a program project

Funding

Year 1:

Pay participating teachers for 30 hours of observation/planning time and unit planning with lab
.....$17.5/hr x 30 hrs = $ 525.00

Year 2:

Pay participating teachers for 20 days of planning/preparation of units with lab
.....$17.5/hr x 20 hrs = $ 350.00

Adopt a partner with a program project
(integration without the addition of a new/separate course)

Year 1:

Tech Prep	Math Teacher
conference period	class period
class period	conference period
conference period	conference period

* alternating conference/class periods allow for visitation & observation of subject matter & students -- teachers would develop a 1-4 week integrated unit with a lab to be used in the second year of the project

Year 2:

Option A

Tech Prep Teacher	Math Teacher
conference period	class period
class period	conference period
conference period	conference period

Option B

Tech Prep Teacher	Math Teacher
class period	class period
conference period	conference period

** both options would include team teaching a unit or more with partners

Technical programs that could integrated....

drafting
electronics
graphic arts
metals
power mechanics
automotive
wood tech
home remodeling
clothing
foods
commercial foods

Math teachers along with tech prep teachers and ELOs would decide which math classes would be most likely to benefit from the integration

McLean - DeWitt
Regional Vocational System
1202 East Locust
Bloomington, IL 61701
309-827-8545

Robert B. Meeker
Director

Cathy Roberts
Special Needs

DATE: October 17, 1991

TO: Vocational Teachers and Counselors

FROM: Cathy Roberts

RE: October 25 Fall Institute

This is a reminder about the Fall Institute on Friday, October 25 at the McLean County Farm Bureau Building located at 402 North Hershey Road. You will be touring your first choice for tour site with the exception of Ciba Giegy and Country Companies which have been canceled.

Agenda for the Institute

8:00-8:30	Registration & Continental Breakfast
8:30-10:30	Learning Styles & Cooperative Learning Archie Davis from Illinois Central College
10:30-10:45	Break for Room Set-up
10:45-11:30	Break-out Time with Your Vocational Area
11:30-11:45	Transportation to Site Visitation (on your own)
11:45-1:00	Tour of Business/Industry

If you are scheduled to tour the Schwulst Building Center (Custom Made Homes), please bring safety glasses if you have them. You may want to consider bringing safety glasses if you are touring Group Tool and Die.

PLEASE BRING MATERIALS (BOOKS, COMPUTER DISKS, MATERIALS, ETC) TO SHARE DURING THE BREAKOUT SECTION.

YOUR TOUR SITE: Group Tool and Die

Cooperating Schools: Bloomington, Blue Ridge, Clinton, Gridley, Heyworth, LeRoy, Lexington, McLean County, Olympia, Ridgeview, Tri-Valley, University High, and Wapella.

An Equal Opportunity and Building Fairness Institution

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TECHNICAL PREPARATION PARTNERSHIP MEETING
JUMER CHATEAU
NOVEMBER 22, 1991
1:30-3:30

AGENDA

GREETING & INTRODUCTIONS - DIANNE WILLIAMSON

EMPLOYER EXPECTATIONS - BOB PONSONBY

VIDEO - TECH PREP: PLANNING FOR THE 21st CENTURY

WHAT IS TECH PREP IN ILLINOIS - SANDY MERCER

INTEGRATION - MIKE DAUGHERTY

THE CHALLENGE - DIANNE WILLIAMSON

TECHNICAL PREPARATION PARTNERSHIP MEETING
JUMER CHATEAU
NOVEMBER 22, 1991

* Heartland C.C.
  Jerry Weber
  Vice President for Instruction
  Sheila Sorrentino
  Director of Career Education and Training

* McLean-DeWitt Regional Vocational System
  Robert Meeker, Director
  Sandy Flanagan, Placement Specialist
  Dianne Williamson, Tech Prep Facilitator
  Ken Brumley, Electronics teacher, BAVC
  Sharon Mungo, Bloomington Junior High School
  Don McHugh, The Eureka Company
  Bob Ponsonby, Diamond Star
  Cindy Brand, Law & Justice Center
  Gary Cicciu, UPIC

* U-High
  Mike Surma, Director ISU Lab Schools
  Mike Virlee, Principles of Technology teacher
  Sandy Brown, Guidance counselor

* Livingston County Education for Employment, Pontiac
  Scott Hamilton, Director
  Don Palmer, Metals teacher
  Gary Cunningham, CAD teacher
  Clyde Francis, Guidance counselor
  Larry Exton, Guidance counselor
  Andrew Holmgren, Science Teacher
  Rich DeFauw, Principal, Pontiac High School

* Logan County Education for Employment, Lincoln
  Bob Dorch, Director
  Jan Sielaff, Health teacher
  Sara Aughenbaugh, Abraham Lincoln Hospital

TECH PREP MARKETING/EVALUATION TEAM MEETING

Bloomington Area Vocational Center, Room 162
(Northeast side of Bloomington High School)

February 11, 1992
3:30 - 5:00 p.m.

AGENDA

I. Welcome/introductions

II. Worksheet

III. Tech Prep Overview

IV. Challenges for this TEAM
  a. Involving other companies
  b. Company Tours for academic/technical teachers
  c. Possible company involvements w/education
  d. Marketing Tech Prep to: Business, students, parents

V. Prioritizing challenges

VI. Selection of Team Leader

VII. Designing Action Plan
  Who, What, When, Where, Evaluation

VIII. Next meeting
  Where, When

VIV. Adjournment

FEBRUARY 11, 1992
TECH PREP MARKETING/EVALUATION TEAM MEETING
DISCUSSION NOTES

After the welcome and introductions, team members were asked to fill out the worksheet with their packet.

Dianne Williamson gave an overview of Tech Prep and presented the challenges for this TEAM.

a. involving other companies
b. company tours for academic/technical teachers
c. possible company involvements w/education
d. marketing Tech Prep to: business, students, parents

The group did not decide which ones should be given top priority, but it was agreed that there is a real need to educate parents, students, counselors and teachers about the high tech careers that do not require a 4 year college degree.

It was felt that there is an immediate need to
* involve other businesses
* work on Career Education seminars in the classroom
* educate counselors
* provide tours

Company needs discussion centered on skills employers want employees to come to work with:

BASIC SKILLS
- Reading
- Writing
- Math
  - Stats
  - Technical Math
- Machine operation
- Basic tooling
- Gauging
- Electronics/controlling/wiring
- Drafting
- Blueprint reading
- Computers

They also want more than just machine operation skills. Industry needs workers who can conceptualize and apply concepts to different situations.

The next meeting was set for March 18, 1992 at 2:30 p.m. at Interlake in Pontiac.

TECH PREP MARKETING/EVALUATION TEAM MEETING

INDUSTRY HOST: INTERLAKE
PONTIAC, IL

MARCH 18, 1992
2:30-4:00 p.m.

AGENDA

I. Welcome

II. Selection of Team Leader

III. Prioritizing challenges
* involve other businesses
* work on Career Education seminars in the classroom
* educate counselors
* provide tours

IV. Action plan
* who
* what
* when
* where
* evaluation

V. Next meeting
* where
* when

VI. Adjournment

SUMMARY OF TECH PREP MARKETING COMMITTEE
MEETING ON 03/18/92

The Tech Prep Marketing Committee met on March 18 at Interlake for the purpose of setting specific goals for that committee. During the meeting some specific goals were identified and are listed:

Immediate Goals

1. Establish Coop work-sites for Tech Prep students at local industry.

2. Provide summer internships at local industries for Tech Prep students

3. Provide opportunities for Tech Prep students to job shadow employees in various areas at local industries.

4. Provide classroom speakers to high schools and local community college.

5. Develop a means to get career information to parents in order to make them aware of the opportunities available that do not require a four year degree.

Long-Range Goals

1. Act as a catalyst to get other industries involved in Tech Prep.

2. Provide preferential hiring for Tech Prep graduates

It was suggested that before the committee try and get other industries involved that a successful pilot program be developed at one site. Once that program is established the committee will have something concrete that they can show other industries when they ask them to get involved.

TECH PREP MARKETING/EVALUATION TEAM

MARCH 18, 1992 MEETING NOTES

The following specific activities will be pursued by the Marketing/Evaluation Team.

A. Develop pilot projects for students at Interlake

* Job Shadowing
* Internships
* Formal co-op for Community College students
* Apprenticeships

B. Develop a network of Co-op/Internship sites.

C. Plan Industry Tours for Teachers, counselors.

D. Develop a Network of industry representatives to speak

* in classrooms.
* at 8th grade PTO/PTA meetings

E. Develop a process to get career information to parents and students.

TECH PREP MARKETING/EVALUATION TEAM MEETING

The Eureka Company
1201 E. Bell, Bloomington, Illinois

April 30, 1992
3:00-4:30 p.m.

AGENDA

I. Set guidelines for pilot projects

A. Student Job Shadowing
B. Student Internships
C. Student Cooperative Work Experiences

The following items need to be addressed for each of the projects:

Necessary previous student experience
What experience should student have at site
Students time at site
Who should be responsible at site
Who should be responsible at school
How many should be served with pilot projects
How many will be a reasonable number at each site in future
Who will grade/assess project success
Date for guideline completion
Date for possible student participation
Other?

II. Decide on next meeting
A. When
B. Where
C. Should teachers attend
D. Ask new industries to attend

III. Adjournment

MEMO

TO: Tech Prep Marketing Team Members

FROM: Dianne Williamson

If you want to car pool, be at the Bloomington High School Empire Street parking lot by 2:00 p.m.

If you need directions to Caterpillar:

Exit at first exit in Pontiac (Rte. 116)

turn right onto Rte 116

At the Shell station, turn left and head north

After you cross the bridge turn right onto the black top road

Caterpillar will be about 1/4 mile down road

NOTES FROM April 30, 1992 meeting

Job Shadowing	Try to identify 5-10 students per school
Sophomore (1st semester)	Orientation of students in classes
Sophomore level (2nd semester)	student groups/number of sites (career exploration)
Junior level (1st semester)	individual (1 site per semester) students indicate preference students apply and interview

One possible product would be a book of students at the industries.

TECH PREP MARKETING/EVALUATION TEAM MEETING

Caterpillar
4-H Club Road, Pontiac, IL 61764

May 19, 1992
3:00-4:30 p.m.

AGENDA

I. Clarification and discussion
   A. Co-op
   B. Internship
   C. Liability

II. Job Shadowing procedure drafts

III. Time frame for
   A. Additional industry representatives
   B. Industry/Educator brainstorming session

IV. Next meeting date, time, place

V. Adjournment

Tech Prep Marketing/Evaluation team meeting

May 19, 1992 Notes

Those present:

Scott Hamilton, Dick Gates, Dave Pontius, Cindy Brand, Sharon Mungo, Sheila Sorrentino, Dianne Williamson

School credit for a co-op program involves 75 to 149 hours of work to earn 1 hour of school credit.

Liability would be the usual liability for persons not employed by the company.

Job shadowing procedure drafts were put on hold till the next meeting. There was a clarification of terms and projects. The consensus at the last meeting was to work on projects as follows: job shadowing, co-op, summer work experience at the secondary level; internships and co-op at the post-secondary.

Part of the discussion about these projects centered on how to sell the concept to management and the unions? It has been suggested that we develop a brochure to explain the Tech Prep concept to these targeted audiences.

It was decided that we will involve additional industry representatives this fall and the industry/educator brainstorming session will be planned for fall.

The next meeting will be held on July 9, 1992 at 3:00 p.m. in Room 162 at the Bloomington Area Vocational Center, Bloomington. The area center is at the far east end of Bloomington High School, right off the parking lot on Empire Street (Rte. 9).

Heartland Community College Region Tech Prep Grant Synopsis

NEED Business needs a technically qualified workforce to retain a competitive edge.

Students need the opportunity to prepare for this technically advanced workplace.

PROJECT GOAL

To develop Tech Prep Associate degree programs that address workplace demands and student needs.

* Integrate college preparatory course work with rigorous technical education.

* Plan a sequence of courses that begins in 9th grade and are followed with post-secondary experiences that lead to an Associate degree. There would be the option of continuing on for a Baccalaureate degree.

ULTIMATE OUTCOME

To equip students with the skills and competencies

* necessary to meet employers' expectations for entry-level jobs, as well as career advancement
  - high level communication and computation skills
  - problem solving and critical thinking ability

* needed for a lifetime of learning

TECH PREP MARKETING/EVALUATION TEAM MEETING

WORKSHEET

Company Name (ATECHALLOY INC (PONTIAC)

DICK GOETZ 815-842-6614

1. What in-house training does your company provide for your employees?
   - PERSONAL COMPUTER TRAINING
   - CAM
   - STATISTICAL PROCESS CONTROL
   - PROCESS TRAINING
   - BLUE-PRINT
   - GAGING

2. Are there specific basic skills (other than reading, writing, math, job readiness/attitudinal) that you want employees to have when they are hired?
   BLUEPRINT READING
   BASIC MACHINE
   BASIC TOOLING

3. Is there training at your site that you might be able to provide for high school or community college students?
   - COMPUTER
   - CNC (COMPUTER NUMERICAL CONTROL)
   - BLUEPRINT READING

4. Would your company consider any of the following:

   ✓ * Job Shadowing

   ✓ * Internships

   ____ * Apprenticeships

   ✓ * On-the-job-training

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TECH PREP MARKETING/EVALUATION TEAM MEETING

WORKSHEET

Company Name INTERLAKE

1. What in-house training does your company provide for your employees?
   - BLUE PRINT READING
   - ELECTRONICS TRAINING
   - MACHINE SHOP
   - SAFETY - JSA
   - WELD CERTIFICATION - ALL TYPES
   - SPRAY PAINTING
   - SUPERVISORY

2. Are there specific basic skills (other than reading, writing, math, job readiness/attitudinal) that you want employees to have when they are hired?
   - WELDING
   - MACHINE TOOL TECHNOLOGY
   - BLUE PRINT READING
   - PC USE
   - MAINTENANCE TRAINING

3. Is there training at your site that you might be able to provide for high school or community college students?
   - COOP PLAN
   - INTERVIEWING SKILLS
   - BASIC MANAGEMENT SKILLS

4. Would your company consider any of the following:

   X * Job Shadowing

   X * Internships

   X * Apprenticeships

   X * On-the-job-training

TECH PREP MARKETING/EVALUATION TEAM MEETING

WORKSHEET

Company Name EUREKA COMPANY

1. What in-house training does your company provide for your employees? In-house App. Program. Trs. Elect. 7
Short ½-1-2 day seminars on many areas. -0
SPC training
1-4 seminars in skill areas. 7
Looking to more NEEDS ASSESSment.
Embarking on training for - Quality, Work Centers, Machine OP, Computers

2. Are there specific basic skills (other than reading, writing, math, job readiness/attitudinal) that you want employees to have when they are hired?
yes - Technical background a plus.

3. Is there training at your site that you might be able to provide for high school or community college students?
Not really.

4. Would your company consider any of the following:

____ * Job Shadowing

____ * Internships

____ * Apprenticeships

____ * On-the-job-training

TECH PREP MARKETING/EVALUATION TEAM MEETING

WORKSHEET

Company Name Grady's Meltons

1. What in-house training does your company provide for your employees?

training is informal - on a work basis

2. Are there specific basic skills (other than reading, writing, math, job readiness/attitudinal) that you want employees to have when they are hired?

basic computer use

3. Is there training at your site that you might be able to provide for high school or community college students?

no

4. Would your company consider any of the following:

____ * Job Shadowing

_X_ * Internships

____ * Apprenticeships

_X_ * On-the-job-training

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Arch/Drafting

Schools: BHS/Heartland/ISU

	9th	10th	11th	12th	13th	14th	15th	16th
1st Semester	English	English	English	English	Arch. Drafting I	Arch. Drafting II		
	Tech Math	Math	Math	Math	Elem. Surveying	Site Development		
	Science	Science	Science	Economics (Cons. Ed.)	Hist. of Arch. Const.	Tech. Physics		
	Health	Physical Education	Social Science	Home Remodeling	Tech. Math	Mechanics of Materials		
	Social Science	Social Science	Physical Education	Home Remodeling	Composition	Approved Electives		
	Basic Drafting	Architectural Drafting	Drafting Occupations I	Drafting Occupations II				
	Elective	Elective	Drafting Occupations I	Drafting Occupations II				
			Elective	Elective				
2nd Semester	English	English	English	English	Arch. Construction I	Cost Est. & Const. Pra		
	Tech. Math	Math	Math	Math	Structural Drafting	Social Science Elective		
	Science	Science	Science	Economics (Cons. Ed.)	Soils & Founds. Mater	Humanities Elective		
	Physical Education	Driver's Education	Social Science	Home Remodeling	Arch. CAD I			
	Social Science	Social Science	Physical Education	Home Remodeling	Tech. Writing	Approved Electives		
	Keyboarding	Architectural Drafting	Drafting Occupations I	Drafting Occupations II				
	Elective	Elective	Drafting Occupations I	Drafting Occupations II				
			Elective	Elective				
Credits								

Project Title: Industrial Tech Prep Projects for Heartland Community College Regions

Funding Agreement Number: JMA3500

Name of Person Completing Addendums: Dianne Williamson

Please provide the most accurate information available for the following in order for the Illinois State Board of Education staff to collect statewide data.

1.) Number of secondary sites involved: 2

(List each secondary site.)

Bloomington High School/Bloomington Area Vocational Center
Livingston Area Vocational Center/Pontiac High School

2. Number of post-secondary sites involved: 1

(List each post-secondary site.)

Heartland Community College

3. Estimated number of **instructors** involved on an **awareness** level:

secondary 155 — post-secondary 2
academic 20 — technical 2
technical 135 — academic 0

4.) Estimated number of **instructors** involved in **implementation**:

secondary 0 — post-secondary 0
academic — technical
technical — academic

5.) Estimated number of **counselors** involved on an **awareness** level:

secondary 35 — post secondary 1

6. Estimated number of **counselors** involved in **implementation**:

secondary 0 — post secondary 0

7. Estimated number of **administrators** involved on an **awareness** level:

secondary 45 post secondary 5

8. Estimated number of **students** enrolled in **Tech Prep** courses:

secondary 0 post secondary 0

9. Number of **secondary staff** participating in a **VIP type** of private sector experience:

academic 0 technical 0

10. Number of **post secondary staff** participating in a **VIP type** of private sector experience:

academic 0 technical 0

11. Number of sites using **Applied Math curricula** either as a stand-alone course or infused in another course:

number of sites 0 number of courses per site 0

12. Number of sites using **Applied Communication curricula** either as a stand-alone course or infused in another course:

number of sites 0 number of courses per site 0

13. Number of sites using **Principles of Technology**:

number of sites 1 number of courses per site 1

14. Number of sites using **Applied Biology/Chemistry**:

number of sites 0 number of courses per site 0

15. Number of instructors participating in indepth applied curricula inservice (designed to prepare them to teach the materials, not awareness) 3
Principles of Technology

16. Number of private sector representatives who are involved in Tech Prep 5

List specific types of private sector involvement and activities:
Planning teacher & student tours, speakers, work based learning activities

17. Is **work based learning** currently available to students? ___ Yes X No

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If yes, indicate the number of students involved in each type. (definitions attached)

____Extended Campus	____Supervised Agricultural
____Corporate Campus	____Experience Placement
____Internship	____Apprenticeship
____Cooperative Vocational Education	____Career Practicum

18. Has **Tech Prep student selection criteria** been identified? ___Yes _X_No

If yes, please attach a list of criteria.

19. Have plans for remediation of students **not** meeting selection criteria been developed?

____Yes _X_No

If yes, please attach a brief description of the plan if possible.